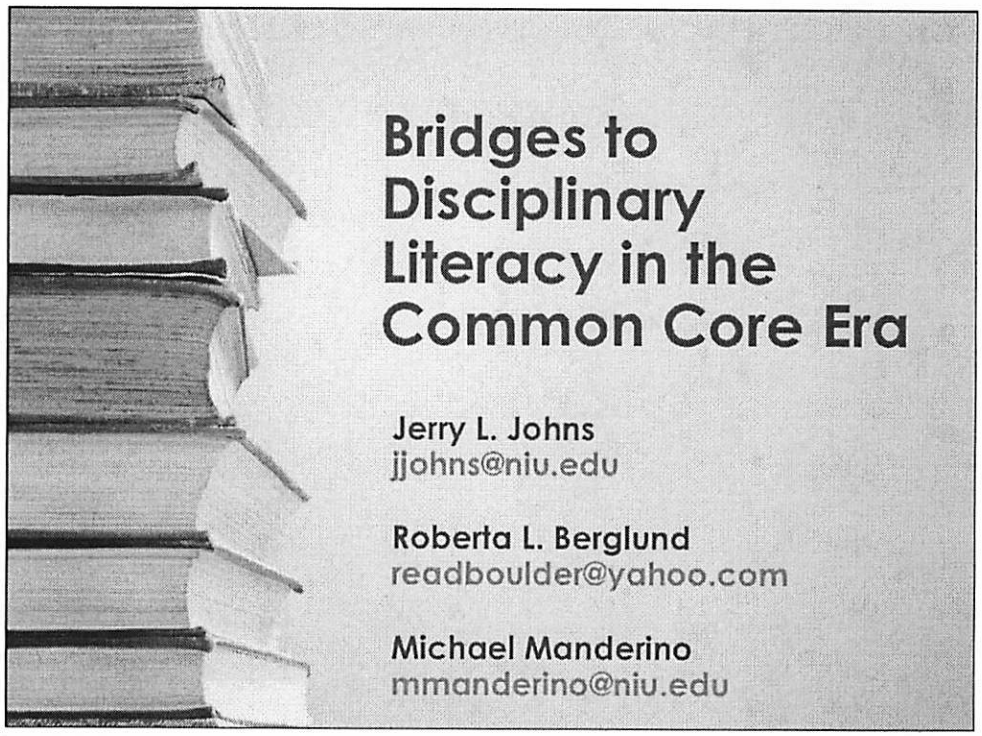

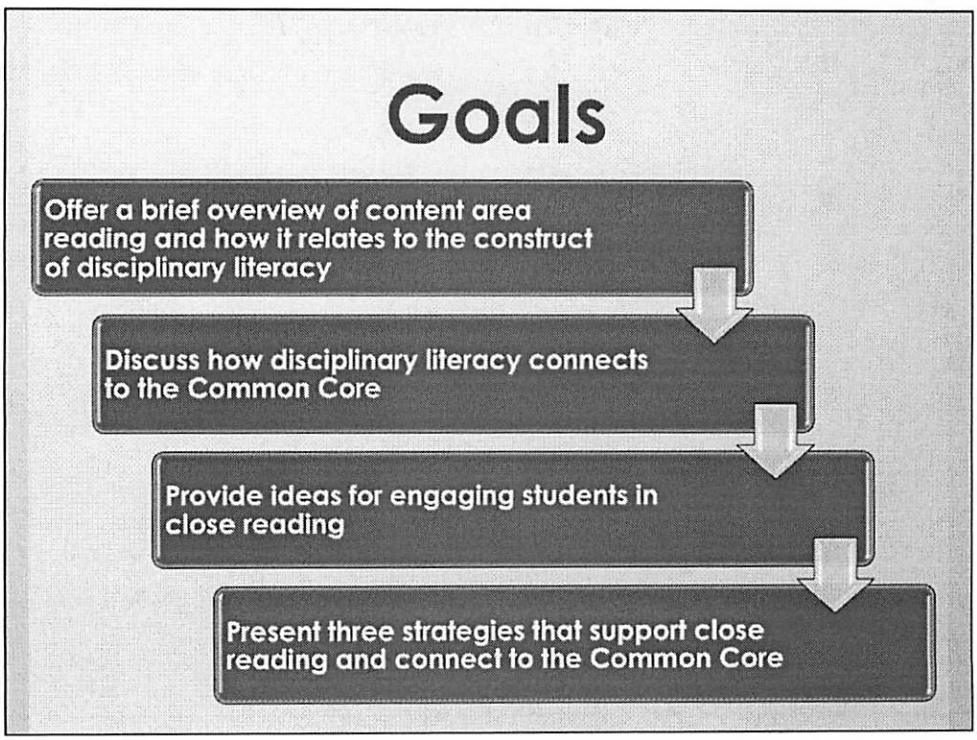

PPT Link http://bit.ly/1uKlgr7

Number Text Segments

Paragraphs
Sections
Stanza

Require students to state which segment they are referring to when they discuss or write about something from the text.

Chunk the Text

PURPOSE—To make the text more manageable

Use horizontal lines	Model your process	Explain your decisions

Next…

Ask students to chunk the text independently.

Invite students to explain their decisions.

Gradually release the responsibility to the students as they gain proficiency.

Underline and Circle

Be specific.

Consider the type of text.

Provide a purpose.

- Key Terms (Words that are Defined and/or Repeated)
- Claims or Belief Statements
- Imagery
- Figurative Language

Summarize Each Chunk

Model how to write a summary in 10 words or less.

Use the left margin.

Invite students to write a 10-word summary of one text chunk.

Ask several students to read their summaries.

Discuss and continue until students demonstrate proficiency in summarizing what the author is saying in each chunk.

Dig Deeper

Use the right margin.

- Annotations are a window for teachers into students' cognition
- Annotations are a metacognitive check for students

Ask students to complete a specific task for each chunk.

- Use a power verb to describe what the author is doing (describing, arguing, etc.) or
- Draw a picture or
- Write a question

NAME DATE

GIST

1st Passage

_____

_____

_____

2nd Passage

_____

_____

_____

3rd Passage

_____

_____

_____

4th Passage

_____

_____

_____

Final Summary

_____

_____

_____

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NAME DATE

Multiple-Text GIST Strategy

You should summarize each document progressively as you read through them.

Text A _____

Summarize in 20 words or less.

_____

_____

_____

Text B _____

Summarize Doc A + B in 20 words or less.

_____

_____

_____

Text C _____

Summarize A, B, + C in 25 words or less.

_____

_____

_____

Text D _____

Summarize A, B, C, + D in 30 words or less.

_____

_____

_____

_____

Text E _____

Summarize A, B, C, D, + E in 35 words or less.

_____

_____

_____

_____

_____

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NAME DATE

Observation-Inference Chart

Text: _____

Observation	Inference

Summary:

Based on Nokes (2008). From Michael Manderino, Roberta L. Berglund, and Jerry L. Johns, *Content Area Learning: Bridges to Disciplinary Literacy* (4th ed.). Copyright © 2014 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 6). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

NAME DATE

Observation-Inference/Evidence Chart

Text: _____

Observation	Inference	Text Evidence

Summary:

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